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ABSTRACT

This manuscript presents a chronological interview recently conducted with Dr. C.H. Patterson, a pioneer in the area of person-centered counseling and counselor education. It details many of the serendipitous events that led him from a child of poverty to a life rich in academic achievements and social rewards. This interview details many of his contributions to the counseling and educational literature, as well as his early life influences, including that of Carl Rogers. Dr. Patterson's views on person-centered counseling and psychotherapy, based on Rogers' philosophy, are still widely debated. This chronicle of the life experiences of C.H. Patterson provides a context for understanding his support of the person-centered approach, as well as an insight into his significant life events. (JDM)

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The Life of a Legacy Bearer:

Biographical Interview with C.H. Patterson

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Abstract

In the summer of 1998, a chronological interview was conducted with Dr. C.H. Patterson, who has been a highly influential pioneer in the area of person-centered counseling and counselor education. The following manuscript details many of his contributions to the counseling and educational literature, as well as his early influences, including that of Carl Rogers. Dr. Patterson's views on person-centered counseling and psychotherapy, based on Rogers' philosophy, are still widely debated. This chronicle of the life experiences of C.H. Patterson provides a context for understanding his support of the person-centered approach, as well as an insight into his significant life events.

The Life of a Legacy Bearer: Biographical Interview with C.H. Patterson

During the early 1990's, within the context of my doctoral studies in counseling and counselor education at UNC Greensboro, I had the honor of being both taught and supervised by Dr. C.H. Patterson. I first met him as a student in his advanced theories course. During the subsequent semester, I asked him to supervise my clinical work. My supervision, along with that of one of my student peers, took place at Dr. Patterson's home in Asheville, NC on a biweekly basis.

At that time, as well as since then, I have been aware of the tremendous contributions made to the field of counseling and counselor education by this remarkable individual, and how my personal and professional life would be impacted by this experience. Six years later, as a developing counselor educator, I know this to be true. I will undoubtedly continue to realize this impact for the remainder of my career. C.H. ("Pat") Patterson himself values such contributions to the profession, via his personal interactions with students and mentees, above his more scholarly-oriented works (Jackson, 1999).

Last summer, I enjoyed a lengthy visit with him, during which we decided to conduct a retrospective interview of his life. Although Pat has been interviewed on his client-centered perspectives on group counseling (Vacc, 1989), counseling supervision (Patterson, 1993, 1997), school counseling (Poidevant, 1991), multicultural counseling (1978, 1996), older adults (Myers & Hyers, 1994), involuntary clients (1990), the last interview focusing on his personal history was conducted over fifteen years ago (Watkins, Jr., & Goodyear, 1984). While he had already been retired for six years by that time, he has continued to write prolifically in the area of client centered counseling and psychotherapy.

Professionally, Pat joked, he has come "full-circle"—he began his working years as a busboy and returned to that livelihood some fifteen years ago, currently still working into his late 80s. This shift marked the most recent of a series of events he calls "serendipitous." During our several hour interview, we covered territory ranging from his childhood experiences, early college educational background, his early military career which included extensive testing and rehabilitation work, Rogers' first influences upon his philosophical orientation, his long-standing post as chair of University of Illinois's counselor education program, his involvement with APA's Division 17, and finally, his retirement in 1977: worldwide professional travels and teaching, at least 15 books and 200 articles published, and his current professional role as matre'd in one of Asheville, NC's tasteful cafes.

Nassar-McMillan: Where do we start?

Patterson: At the beginning, of course, the beginning of my life. Of course I don't remember the beginning but I was born in 1912; I was the oldest of 4 children. I had a brother a year and a half younger than I who recently died with Alzheimers; a sister who was a year younger than that who died years ago of cancer, and a younger brother. I don't remember my early childhood very well. But my father died when I was about 7 years old, in the flu epidemic of 1919. I do remember a little bit about his death with the casket in the house; I have memories of wreaths hanging on the door.

So, I was left without a father, and my mother was left alone. Actually, I grew up on welfare, I guess they called it ADC, Aid to Dependent Children. My mother kept the family together. She got all four of us through high school; that was her achievement. I remember, at one point in my junior year of high school, there was a testing program--this was in the 20s. Somebody, probably the school counselor, called me in and said that I should go on to college; don't

worry about finances, he said, you can get scholarships. So I was going to change my curriculum from business-commercial to college preparatory. At that time I had a stepfather and we moved from Lynn, Massachusetts, where I was born, to a smaller town. I gave up thinking of going to college and spent my last two years in high school in Danvers, Massachusetts, going back to the commercial curriculum.

I did graduate and was valedictorian of my class. I had no plans for college but I got involved in working in the Methodist church with the young people's league, the Epworth League. I became active not only locally but regionally in the state of Massachusetts. I became an officer in the League, I had a Local Preacher's license in the Methodist church. I was really active in the church at that time. That led me to think that I wanted to go into the ministry, and you had to go to college to go into the ministry. So I applied to a number of colleges and universities, I don't know how many. I can name three of them that I know, one was a small college in Massachusetts, one was Harvard University. Incidentally, I was rejected by Harvard because I was deficient in mathematics and language courses.

Nassar-McMillan: You applied to the Divinity School?

Patterson: No, just undergraduate. I had no college, I was right out of high school. I was rejected because I didn't have Latin. Harvard has come into the modern age and now doesn't require Latin.

This is where something happened that was what is called serendipitous. There have been a number of points in my life that I want to point out where things happened--I was at the right place at the right time for a change in my career. I had applied to the University of Chicago--I can't remember why I ever applied. That was "out in the west where the Indians were." But somehow I applied there, and I was accepted. I was admitted with insufficient background

in mathematics or foreign language, and allowed to make those differences up after I got to the University. I took an extension course in geometry, and I got my language by enrolling in German. I had some real problems with German; I got my lowest grades in German. I don't know how low they were, they did keep me from graduating with honors. I probably had some C's and D's. The University of Chicago not only admitted me but they gave me a two year tuition scholarship. I had no money. My grandfather, whom I never knew very well--he lived in Nova Scotia, gave me three hundred dollars. I borrowed another three hundred dollars from the Methodist Church, and I got three hundred dollars from my employers. I had worked for a baby shoe factor during my last two years of high school and during the three years after high school before I went to college. It was operated by three women they were very interesting people and they financed me with three hundred dollars.

So I took off by bus to Chicago and got started at the University. I remember my German professor was very interesting. I also remember one of my sociology professors. I had to work, of course, and I got a job in the University cafeteria as a bus boy and I ate in the cafeteria. I was going through the cafeteria line one day, and in front of me was my sociology professor, in back of me was my German professor. The sociology professor didn't know that the German professor knew me, so he said "I want to introduce you to one of our promising students." The German professor said, "What does he promise?" I remember another thing he said in class: a Ph.D. is a wonderful thing, with a Ph.D. and ten cents you can ride the street cars in Chicago--at that time the fare was ten cents.

I also had another job. There were jobs that the University provided that were supported by the federal government. So during my four years I had three or four different jobs. Chicago influenced me and took me away from the

ministry. I remember the first year I had enough money to live in a University dormitory, the second year I had enough money to get a room in the Chicago Theological Seminary dormitory because I was still thinking about the ministry. Then my tuition scholarship ended and I don't know where I got the money for my last two years. It was cheap, you know, one hundred dollars a quarter, three hundred dollars a year. I got through in 1938 with a degree in sociology. I didn't have a job. I don't remember really applying for many jobs, or being interviewed for many jobs. There weren't many available.

Nassar-McMillan: How did you decide on sociology versus theology?

Patterson: I became interested in the Social Sciences; the University of Chicago was very strong in the Social Sciences at that time. There were many famous sociologists, anthropologists, and economists there. So I just got involved in that. Perhaps it was because I wanted to help people, which why I was going into the ministry, and is why I eventually ended up in psychology. But I got through in 1938, in the depression, with no job prospects.

Nassar-McMillan: What did you do at that point?

Patterson: Well, I just stayed on. I kept my job as a busboy and I kept my other job. And that was an interesting one. It was serendipitous that I became a student assistant working with a post-doctoral professor who had come to the School of Education to work on a project, to develop a battery of mental tests. It was called the Chicago Mental Growth battery. I don't think anything ever came of it. I learned my statistics in research on that job. I spent hours in the statistical laboratory, where the woman who was the head of the department taught me how to run calculators, how to do correlations, item analyses, and reliability computations.

Nassar-McMillan: And you were not a student?

Patterson: I was not a student during the last six months. I had been doing it about two years as a student. The man for whom I was working left when I graduated. He had taken a position at the Fels Institute of Research of Child Development at Antioch College in Yellow Springs, Ohio. He left me to finish getting the test ready for publication. When I finished it about six months later in December, 1938, he came up to get the results and take them to the publisher. He asked me, "You don't have a job? Would you be interested in a job at the Fels Research Institute?" I said I'd be interested and he said, "There's a position open now, as research assistant in psychology, with the rank of instructor at Antioch College.

Nassar-McMillan: So what happened?

Patterson: So when I knew this was available--I hadn't had a course in child psychology--I quickly went and got some books about child psychology. He went back to Yellow Springs and then I got the invitation to come for an interview. I took the night train down to Yellow Springs, Ohio. I was offered the job, and accepted it in January 1939. And that's how I became a psychologist. One day I was a sociology major, the next day I was a research assistant in psychology. I spent over three years at this job and it was some of the most pleasant days of my life, really. It was a wonderful group of people--psychologists, social workers, and other people that worked there. My job was to interview parents of the children in a longitudinal study of a group of over a hundred children over a period of years, starting before they were born. This was one of the first longitudinal studies in child psychology. My job was to interview the mothers every six months, when they came in with their children to the research center where the children were tested and records were made of their previous history.

Also, I was interested in research. I discovered the Bernreuter Personality Inventory, and I thought I could do something with it. So I began

administering the personality inventory to the parents and collected a lot of data. I began working on several studies. I gave a paper at a psychology convention on one of my studies. I think it was at the Midwestern Psychological Association. When I gave this paper I was tense and anxious. I remember somebody asked a question in the audience, I answered it afterwards. One of my collegues asked, "Did you know who that was?" It was Robert Bernreuter, the author of the test. So that's when and how I got interested in psychology.

In 1944 I joined the APA. I can remember the first APA meeting I went to, at State College, Pennsylvania. At that time APA was so small they held their conventions at various universities. I went with my friends to State College, Pennsylvania and who did I see there? Clark Hull. I remember standing out in the sunshine watching him sitting on the stairs with a crowd gathering round him. He had his beret on, and we were at his feet, listening to him talk.

Nassar-McMillan: At your first APA meeting?

Patterson: My first APA meeting, in the early 40's. Also, I did get to Harvard in the summer of 1940. I went to Harvard Summer School. I had some kind of an assistantship to finance it. I got there and looked at the curriculum, the courses being offered. The courses weren't interesting to me. S.S. Stevens was there. He was offering a class in statistics, and I sat in on one class and decided this was not for me. Somehow or other I got in touch with Robert White, who was the director of the Psychology Clinic there, and the author of an abnormal psychology textbook. So I took independent study on psychoanalysis. He assigned me reading and we planned to would meet during the summer. So I had five credit hours from Harvard University from that summer. I went back to Fels and I reported to the staff on my experiences. I had just discovered psychoanalysis and I wrote a paper called Freud and Fels, I'm not sure if I still have a copy of that but I do remember the title. Then I did one of the

first studies to test a psychoanalytical hypothesis. The hypothesis was that the presence or absence of breastfeeding and its duration would have an influence on child personality. I had data on breastfeeding that the nutritionists had collected. I had data on child personality--the children in the nursery school were rated on their personalities. So I did a study to relate presence or absence of breastfeeding to personality. The results were negative. I published it, it was my first paper, and it was cited in the textbooks on child psychology for many years afterwards. I co-authored the study; my co-author was the nutritionist at Fels. The nutritionist became my wife in 1942.

Nassar-McMillan: What happened after Fels?

Patterson: Well, I realized that if I were going to go anywhere in psychology I needed graduate work, so I applied again to a number of universities. I remember three; I applied to the University of Iowa, which had a child welfare research project; Columbia University where a man named Arthur Jersold, writer of textbooks in child psychology was involved in a lot of research; and the University of Minnesota which had an Institute of Child Welfare and whose director was a man named John Anderson. I picked Minnesota, and as I think of it, the reason I picked Minnesota was that they offered me a half-time assistantship instead of a quarter-time assistantship, which the other universities had offered. I believe that half time assistantships paid about $600 a year, which you could live on at that time. In fact my salary at Fels was only $1200 a year, and I could live on that. I paid back my college loans during that time. So I went to the University of Minnesota, as a teaching assistant in the fall of 1941. There were five or six other teaching assistants there, all except one were women. They used to talk about the other assistants as my harem.

Nassar-McMillan: It's pretty amazing that there were women around at that time.

Patterson: Well, it was child welfare or child psychology. There were women on the faculty at that time. Florence Goodenough was a very famous person; so was John Anderson. There were other women faculty members. I would take over their classes when they were at meetings. There was one man also who was a teaching assistant, and I became friends with him. His name was Lakin Phillips. He later wrote a book on psychotherapy and counseling. I have a chapter on him in one of the earlier editions of my theories book. He died just a year or so ago. So I was only there a year. I completed all the work on my master's degree, but I didn't get my degree, because I hadn't done my thesis.

Nassar-McMillan: Why did you stay there only a year? And not finish your masters' degree.

Patterson: I had planned on getting my doctorate there. The summer after my first year I taught my first independent course, in child psychology, to a group of nurses in the nursing school. I didn't continue on because there was a war. We declared war in 1941, so everyone was being drafted, and I was in the draft, but something came up, again serendipitous. The Air Force was developing a program to administer a battery of paper and pencil tests and performance or apparatus tests to young men who were selected as cadets, who had two years of college. They were to be assigned on the basis of the tests to either pilot training, bombadier training, or navigator training. They were assigned to one of these programs depending on their scores on the tests, or they may have failed the tests and ended up in gunnery school—I don't think any of them ended up in cooking or baking school. So I enlisted to be assigned to this program. I was assigned to apparatus testing. There was a battery of six apparatus tests, each 15 minutes long. I did this for over a year. I went in as a private and the end of the year I ended up as a staff sergeant. About 100 psychologists were in the San Antonio, Texas, Aviation Cadet Center. Another center was at Santa

Ana, and one in Tennessee--Donald Super was head of that program. There was such a demand for airforce pilots, navigators, and bombardiers we couldn't handle the testing of them all, so I was assigned to a project to train cadets who failed the test, to administer the test. This was probably the first time psychology technicians were used in the field of psychology. I was assigned to this project with two other people, John Schlien and J.P. Chaplin.

Nassar-McMillan: I was wondering where John Schlien came in.

Patterson:: Jim Chaplin went on to publish a book on the history of psychology that went through several editions. So we set up a training program and trained these cadets to administer the tests.

Nassar-McMillan: You, Shlien, and Chaplin?

Patterson:: Yes. I remember I wrote a training manual with them, and we supervised them in giving the tests until we thought they were competent. Well, that was one thing. I was involved in other things--research projects. Somebody had the idea that they wanted to study the teaching methods of civilian pilot instructors because primary training was done by civilian pilots and there was some question about their teaching techniques. So I was assigned, along with a group of two or three other psychologists, to study the teaching methods of these pilot instructors. We got outfitted in flying jackets and we'd go up with these instructors and they'd give us lessons. Of course they knew we were psychologists and I'm sure the lessons were the kind they gave the cadets, but we did go on with the study and completed it and wrote a report with suggestions and recommendations to improve the teaching methods of these pilots.

I was on another project that was really interesting. I was the non-commissioned officer in charge of the Officer Quality Project. This was a study that developed a battery of tests to predict success or failure in Officer Training School. This is when my work at the University of Chicago came in

handy--I knew how to construct tests, do item analysis, and how to analyze tests. The commissioned officer in charge went on to become provost, or chancellor, of the University of Michigan. I don't think we were too successful in predicting officer success on the basis of paper and pencil tests. But we completed the project and we wrote a report. At one time I had a copy of that report, but I no longer have a copy. Two other projects I started but didn't finish. One was with Joy P.Guilford, who came from Santa Ana to Texas, where I was. He was directing a project that was going to bring together all the reports and all the research that had been done in the whole Air Force. When it was published it was several volumes long. At that time, he was the editor of one of the volumes. I told you I hadn't got my Master's thesis done at Minnesota. I worked on it in the Air Force--I was going into the offices at night to type my thesis.

Nassar-McMillan: While you were still in the Air Force?

Patterson: While I was still in the Air Force. And there in the evening was Col. Guilford. He got to talking to me and reading my writing, and he liked the way I wrote, so he had me assigned to his project to write chapters on research projects. I took over a chapter that somebody else had started; I finished that chapter, and I started on another chapter--I'm not sure I finished it.

Nassar-McMillan: Why didn't you finish it?

Patterson: Because I was no longer there. I got a direct admission as a clinical psychologist in the U.S. Army Adjutant General's Corp. So I became a clinical psychologist, though I had never had a course in clinical psychology.

Nassar-McMillan: You became commissioned to do this by J.P. Guilford.

Patterson: No, it was a direct commission in the U.S. Army. There was another project that I was assigned to at that time that I never actually worked on. B-29's had just come into being and I was assigned to a project to study the crew

members relationships. I never got started on that. Of course that's been a big thing in social psychology since then. Quite a few of my friends were also given direct commissions. So they sent us to a short-term training program, a five week training program, where we were trained to administer the Rorshach, the Wechsler Adult Intelligent Scale--which I had already learned from a friend in the Air Force. I learned to administer the Stanford-Binet test at the University of Minnesota. Julian B. Rotter was one of the instructors, so was Max Hutt, who was the originator and one of the experts in the Bender-Gestalt tests. I had learned the Rorshach while I was at Fels because one of the faculty members there, Thomas Richards, had taken a course with Kloplfer, one of the originators, in America. He came back and I learned it from him. As a matter of fact, I gave the Rorshach and the Weshler to my wife before we got married and found out she was more intelligent than I was.

My first assignment as a Second Lt. was at a small Army Hospital in Texas. I wasn't there very long before I was transferred to Fort Knox, Kentucky to be a clinical psychologist at the Ft. Knox Armored Training Center. I was there for several months. I had some interesting experiences there, because there was a psychiatrist there who was doing some interesting work, the first work with a certain kind of groups--it was with Army prisoners in the Disciplinary Barracks at Ft. Knox. He had developed the program to try to rehabilitate those men in the Army who had broken some rules and were prisoners. It was very interesting. Several months later I suddenly got orders to report to Camp Stoneman in northern California. It may have been my first flight, and it was one of these old planes and I can remember when we went through the Salt Lake City area we ran into thunderstorms, bouncing up and down. So I got to Camp Stoneman.

Nassar-McMillan: What did you find there?

Patterson: I found myself in a group of psychiatrists, psychologists, and social workers from all over the states. We discovered we were going to the Philippines. So we got on a small Navy ship--this is 1945—to go to the Philippines. We didn't know why we were going. We had a lot of group discussions and group meetings. Well, we got to the Philippines and landed on Layte, which is not the main island. We were in a camp there for two or three weeks and then we ended up in a series of Army hospitals around Manila. We were all assigned to different hospitals and I remember I kept in touch with several of the people; one was Jerome Frank, the famous psychiatrist at Johns Hopkins. He's written several books. A social worker named Anthony Stone, was with us. They both went to Hopkins and did research.

Manila was all bombed out at that time; there was a walled city near Manila that I went into. I went in to Manila every week because I was assigned to teach a course to enlisted men in the area who didn't have much to do. We were sitting there waiting but didn't know what for. So I taught a course in the psychology of adjustment using the text by Schaefer. I taught the course in St. Thomas College which had been a private University but was no longer operating at that time. Our classes were held there. I was on some other projects. One of my duties was to take my turn of being on duty during the night to patrol a prisoner of war camp, with Japanese prisoners.

Nassar-McMillan: What happened next?

Patterson: Well, the war ended. The atomic bomb was dropped. And we were there. I guess it was after the war ended that I was doing all this teaching and some of the other things to occupy people's time. It wasn't for many years later that I realized, after I read about what happened then, that we were on our way to Japan. The invasion had been planned and we were to follow up the invasion troops in Japan. It never happened, so I never got to Japan, and it was

several months after the war ended that I got back to the United States and I was discharged. That was early 1946. I went back to Cortland, NY, where my wife was with my oldest son. He was born in Texas, in the Army hospital in San Antonio. So I went back there and applied for jobs. I had a number of possibilities that I didn't like, because I had applied for a job as a Clinical Psychologist in the Veteran's Administration and I wanted that, so I turned down other jobs. It took weeks, months, before the paperwork went through and I got the job as a Clinical Psychologist. I was offered a choice of three places I could go: one was a mental health clinic in Iowa, one was some place in Minnesota, and the other was at the VA Hospital in Canadiagua, New York, which is near where I was living. I chose that and went there. I was with two or three other psychologists. The manager of the hospital didn't like psychologists--he thought he could do without them, he didn't see any value in them. I was hoping I could go to Rochester and do graduate work at Rochester University. One of the psychologists did enroll and began taking courses at the University. The manager found out and fired him. The other psychologist didn't like the situation with this manager and he transferred to a mental hygiene clinic in Connecticut, and I was there alone when something else happened.

Nassar-McMillan:: Something serendipitous?

Patterson:: Something serendipitous happened. The Veteran's Administration started a new program. It recognized that veterans in education and training programs that the VA was financing had problems, and needed counseling. So the VA set up a program to train counselors for the new position. The job title was Personal Counselor. I learned about it I think from one of my friends from San Antonio who had gone on to Minnesota in the VA. He asked me if I wanted to come to Minnesota in this new position. I wanted to get out of that manager's

hospital so I said yes. I took off with my wife pregnant, my son not two years old, in a car--in the middle of winter--to drive to Chicago.

Nassar-McMillan: Why were you going to Chicago instead of Minnesota?

Patterson: Because the training program that I was assigned to was at The University of Chicago. And Carl Rogers was the director of the training program. There were several classes and I was in one of the classes, a small group, maybe there were 15 of us. Altogether there were about 200 people that completed the program and under Carl Rogers and his staff. It was very intensive. I didn't have an awful lot of contact with Carl Rogers, mostly with his staff. We had a practicum or internship arrangement where we all had to go out and actually do interviews. They had these big celluloid tape recorders to tape our interviews--they had come from the Army Engineering Corp. The University got a bunch of these--they probably weighed 40 or 50 pounds or more. My internship was in a YMCA in downtown Chicago.

Nassar-McMillan: You mean one of those reel to reel recorders?

Patterson: Well it was actually a film. And it took an engineer to run them. I don't know if any of us ever got any real good recordings to be supervised, but we were supervised anyhow. I had some very interesting clients at the YMCA, some very interesting people.

Nassar-McMillan: That lived at the YMCA in Chicago?

Patterson: I'm not sure where they all came from. Most of them probably lived at the YMCA. I had some very interesting experiences with counseling theory. In 1942, while I was in San Antonio, Rogers' first book came out, Counseling and Psychotherapy Theory and Practice. Somebody had a copy of it in that group in San Antonio and I saw it. I didn't read it, but I knew of it, so when I knew I was going to be assigned to this course I quickly got a copy of it and read it before going to Chicago. Well, I was converted. I have said sometimes that I was

inoculated against directive psychotherapy, and I've never had to have a booster shot.

So then I went on to Minnesota, I didn't know at that time--not until quite some time afterwards--what I was getting into. I had some inkling. There was the Minnesota point of view in counseling, developed by E.G. Williamson. And here I arrived in this place where everybody is Minnesota oriented, Minnesota trained.

Nassar-McMillan: Is that trait and factor?

Patterson: Yes, trait and factor theory. In my theories book, the first chapter for several editions is on Williamson. I dropped it later. I thought it was a little obsolete.

At the time I arrived in Minnesota, John Darley, the director of the Counseling Center, was moving to another position. The directorship in the counseling center was open and one of the faculty members from Chicago applied for the job, E.H. Porter (who wrote a beautiful little book in 1950 on therapeutic counseling that I used to use at the University of Illinois). When I first went up there to Minnesota, I went alone to find a place to live and then went back to get my family. It was when I was going back with my family that Porter went up with me to interview for the job. I can remember the drive--I was with my son and Penny, my daughter who was only a few weeks old (she was born in the apartment hotel in Chicago). And Porter was singing to my son, what was that song? Oh, it was MacNamara's Band. Porter turned the job down. They wouldn't assure him a free hand to run the counseling center according to his theory and philosophy, which was client centered.

I thought I should make a call on Darley, so I went in to talk to him in the Counseling Center and got a really cold reception. What I didn't know then,

what I didn't discover until quite a while later, was that Minnesota had wanted that training program.

Nassar-McMillan: Oh, the one that Rogers was doing?

Patterson: Yes. They were really disturbed over the fact that they didn't get the training program. They felt that they were the best in the country, they should get it. It's interesting that I didn't discover how deep this resentment was until after I got my degree, when one of my friends, who was getting his Ph.D. at the same time in school administration said, "you know so and so said that if he had anything to do with it you would never get your degree from the University of Minnesota." It took me seven years to get my degree at Minnesota. And when I got my degree the man that had said that handed me my diploma.

Nassar-McMillan: Is that why it took you seven years?

Patterson: No. I worked for the Veterans Administration full time during the time I was taking my graduate work. My job was not clinical psychology, it was Personal Counselor, and shortly after the title was changed to Counseling Psychologist.

One of the reasons I was interested in going to Minnesota was that I wanted to continue my graduate work at the University at Minnesota. So as soon as I got there, I applied for admission to the Veteran's Administration supported clinical psychology program in the Department of Psychology--Paul Mehl was the director of that program. And I was admitted, but then I found out what I would have to do because I didn't have an undergraduate degree in psychology--I would have to go back and take courses in experimental psychology, animal psychology, rat psychology, physiological psychology. I decided I didn't want to do this. I had gotten to know Gilbert Wrenn during my master's program. He was in the College of Education, in Counselor Education. So I changed--I was accepted by him as a doctoral student.

Nassar-McMillan: In counseling psychology?

Patterson: Yes, I began to take course work. I was working full time for the VA so in order to take daytime classes, I worked two nights a week, seeing veterans who were in education or training courses or jobs during the day. I would schedule 45 minute interviews one right after the other, no breaks. So from 6-9 I would see three or four people. I did that, like I said, for I don't know how many years. Actually, I also took a daytime course with Henry Borow, who was a little embarrassed that I and a couple of others from the VA were in it because we were supposed to be experts in occupational information in the VA. He was teaching occupational information and he was saying we knew more about it than he did, but we had to take the course, it was part of my required coursework. I also had to take a course on the Rorshach with Ephraim Rosen, one of the big names in Rorshach. I already knew the Rorshach and he wanted me to be his assistant to score or review the Rorshach administrations by the students in the course, but I was working for VA so, I couldn't do it. I had to take a lot of statistics, and the statistics instructor was a well known professor, Palmer Johnson. He was the editor of the *Journal of Experimental Psychology and Measurement*. I published two papers in statistics, one in his journal.

After I got my degree, I stayed on at the VA while I was looking for another job in academics and then something happened.

Nassar-McMillan: Another serendipitous event?

Patterson: Another serendipitous incident happened. The U.S. government decided to finance a new program to train rehabilitation counselors, and rehabilitation psychologists.

Nassar-McMillan: And did you go into that program?

Patterson: I became interested in that, because I realized that in the VA I was in the Department of Vocational Rehabilitation and Education, so I was in

rehabilitation. I may have written to a number of universities applying for a position because a number of universities got grants and were looking for faculty members. I don't remember how many I applied to. The University of Illinois had a position that I saw advertised, but I didn't apply. It seemed to me the way the ad was written was that they wanted somebody not to direct the program, but to work in the program.

Nassar-McMillan: How did you get in touch with the University of Illinois?

Patterson: Well, earlier I mentioned the director of the Institute of Child Welfare, John Anderson. At his 25th anniversary as Director of Institute of Child Welfare, they had a big banquet honoring him and I was invited to it and his former students were invited, and who should turn up but Frank Finch, from the University of Illinois, and who should I be sitting next to at the banquet, but Frank Finch, University of Illinois, and we got started talking and he discovered that I was the person he was looking for and I discovered he had the job I was looking for. So I was invited down to the University of Illinois to be interviewed and was offered the job. It was in March of 1956 that I went to the University of Illinois.

When I was offered the job I mentioned it to my advisor. The next thing I knew I got a message from Donald Paterson, a famous vocational psychologist at the University of Minnesota. I got a phone call that said he would like me to stay there; they had the same position open. He asked if I could wait ten days before accepting the Illinois job. But I was not offered the Minnesota job, and the reason was that they didn't like inbreeding, they didn't want to take one of their own graduates. The reason Donald Paterson was interested in me, though I never had a course with him and I didn't know him very well, was because I knew his daughter. His daughter was a psychometrist at the VA Center on the campus at the University of Minnesota. I would spend a day a week in this center,

counseling veterans who were students at the University of Minnesota. I had just written my first book "Using the Wechsler Bellevue Scales in Counseling". She was learning the Wechsler, so I gave her the manuscript or the proof of this book and she showed it to her father and he was impressed that I was helping her learn this new test. So that's how I made the connection with him. But you know, they ended up hiring a Minnesota graduate because they couldn't find anyone better, and the man they hired was a colleague of mine from The Veteran's Administration, Lloyd Lofquist. He just died recently. He was a wonderful person; we got along fine. I was representing Illinois and he, Minnesota; at conferences and conventions and we worked together very well.

Nassar-McMillan: So you went to the University of Illinois, and you were there for quite some time.

Patterson: I was there for over twenty years. When I got there I found that there were three other faculty members in counseling, in the College of Education, and their program was really in school counseling. I came in with a grant, stipends for students, and salary for a secretary. I could have set up my own program, which many people did in other universities. But I thought counseling was a generic profession. So I joined up with them. They were in three different offices, and I was in a fourth one. I got the group together in a "temporary" building put up during the war. I became the non-official chairman because I was there from 8-5, I had a secretary, so we answered the phones and I saw people who came in. I don't know how many years later, I was elected officially the chairman, and we became a Division of Counseling and Guidance in the Department of Educational Psychology. Later on, we changed our name to Counselor Education. Earlier, I didn't want to have a program called Counseling Psychology because there was an APA approved program in Counseling Psychology in the Psychology Department. William Gilbert was the director of that program. I

worked with him, and I didn't want to compete with him; as a matter of fact, he would reserve internships for doctoral students in my program. So we became the Division of Counselor Education. At one time or another, I taught all the courses in the program. For many years, I taught the second semester course in The Use of Tests in Counseling. I think we were probably the only program that had a two semester course in testing.

I got involved in professional activities. I had become a member of APA in 1944 and I became a member of the Personnel and Guidance Association in 1956, and became a part of a group including Lloyd Lofquist, Dan Sinick, and a few others who founded the American Rehabilitation Counseling Association as a Division of APGA. I was the president maybe the second or third year, so I was really involved in rehabilitation counseling and rehabilitation psychology. I was involved in a lot of committees, a lot of workshops, a lot of programs that were financed by the Federal Government. One program, financed by the Federal Government, was in Miami Beach. The American Psychological Association made reservations for me and I got my confirmation of the reservation, Miss Cecil Patterson. Then I got a phone call from Donald G. Paterson, who was going to the same conference. He asked if we could room together. I said it's fine with me, but there might be a little problem because I'm Miss. Of course nowadays that wouldn't mean anything. But we arranged it and he roomed with me. He had just gotten back from being in Europe, Norway, Denmark, or somewhere, and he had just learned he had cancer. This was the late fifties and I never saw him again, because he died I think in 1960. I was invited to the University of Minnesota just after his death. I remember I did give a speech in which I spent the first part memorializing him. He was really a wonderful person. And it was while I was there that I had a phone call from my wife telling me that she had just been

diagnosed with cancer. I knew that she had had a biopsy, but when I left I didn't know the result. It was malignant, and they removed her breast.

I also met with Henry Borow while I was there. He had just been commissioned as editor of "Man in a World at Work", the fiftieth anniversary publication of the National Vocational Guidance Association. He asked me if I would be interested in doing a chapter. So I did a chapter which is essentially client-centered career counseling. It's really still the major statement of client centered career counseling, because Rogers' never wrote on it, and nobody else has ever done it. John Crites wrote a book sometime later, *Theories of Career Counseling*, and his section on client centered draws on my work. I feel that established me as a representative of client-centered career counseling.

So this was the 60's. I became active in the Division of Counseling Psychology, in APA. I was also active in APGA. As a matter of fact, in 1965, I was one of the nominees for president of APGA. There were two others, I think Matthewson of Harvard was one, and Ken Hoyt was the other. Ken and I disagreed on a basic thing: his position was that counselors were educators, that education was the basis of counseling. It was my position that the basic science of counseling was psychology and that the basic science of education was also psychology. Well, my position was not the popular one at APGA, so he won the election. That was before they were publishing the voting results but somebody told me it was really very close. I was very glad afterwards that I wasn't elected, because my wife died in 1966 and I would have been president that year. I think that was the beginning of my sort of dissociation with APGA. I continued to be more active in the Division of Counseling Psychology of APA. I was elected to the executive council, I'm not sure what year that was but I know I was on the executive council in 1968 when it met in St. Louis for it's mid-year meeting. At that time John Whitely who was at Washington University in St.

Louis, came to the board with two proposals. One, he wanted to start a new journal called the Counseling Psychologist, the second, he wanted to start a film series of well-known counselor educators. My memory is that he asked for $500 in seed money to start the journal and the film series, and the council was not reacting very favorably towards him. John McGowan was president then, and John Krumboltz was on the executive council. I don't remember who the others were. I remember I supported him and I guess I have had the idea it was my support that did lead the council to approve both of these projects.

Nassar-McMillan: So that the council would approve these projects.

Patterson: Yes. So he was authorized to start the Counseling Psychologist, and he was authorized to start the film series; Washington University had filming facilities. I think it was early 1968 that he did the first film. He actually did two films. One was with John Krumboltz and me. It was advertised as client centered versus behavioral counseling. The second film was on client-centered counseling that I did by myself. It was sort of a seminar and the seminar people were counselors at the counseling center at Washington University in St. Louis. The first films were in black and white; we did them later in color. I don't have a copy of my film. APGA for many years sold and rented them.

Nassar-McMillan: You never got a copy.

Patterson: Well, when they stopped listing them in their catalogue, I wrote to somebody I thought was head of the publications department and asked for a copy and never got a response. John Krumboltz got a copy because he insisted on getting it right at the beginning and I wasn't smart enough.

John Whitely had already planned the first issue of the Counseling Psychologist. Don Super had a series of articles, some of which had been published, some of which had not been published, and they made the major part of the first issue in 1969.

Nassar-McMillan: So the Counseling Psychologist started publication.

Patterson: Yes. I think the format for the Counseling Psychologist was John Whitely's idea. It was to have a major presentation and to have comments and discussion by a number of different people. I think about six different people responded to Super, and then he got a chance to rebut. John Whitely asked me to write the major paper for the second issue in 1969 titled "A Current View of Client-Centered Therapy". My first one was too short, very brief, and he said "you've got more space," so I expanded it. I think there were eight different people--I don't remember them--who responded to it and I rebutted. One of the persons who responded was O.H. Mowrer at the University of Illinois. He made some very sharp comments, one of which was that Rogers had changed his whole idea and philosophy completely when he got involved in groups. He came to the chairman of the Educational Psychology Department (who told me about this later). He was feeling very disturbed because he felt that he had been hard on me. So I rebutted him pointing out that the philosophy and theory of group therapy are the same as the Rogers' philosophy and theory of individual therapy. That issue was very popular and was reprinted many times, because it was widely used in courses in counseling.

Now Mowrer was involved later in *The Counseling Psychologist*. He offered a seminar in his approach, which he called Integrity Therapy. I encouraged my students to take this seminar and one of them took it and didn't like it. Mowrer was not the leader of all the groups involved; Molly, his wife, was leader of some, but there were other non-professionals who were leading. There was pressure to make confessions. That was basis of the therapy: you confess and then you repent. So everybody had to confess, and this student insisted he had nothing to confess. He finally dropped the course. He wrote a critique of Mowrer's approach that I thought ought to be published. So I figured a way to

get it published. I was on the editorial board of Counseling Psychologist and I proposed to the editor that he ask Mowrer to do a major article on his approach. He wrote a long piece; we had to get him to cut it. So when that was published my student's critique was published, and we got *The Counseling Psychologist* going and the film series going. I was on *The Counseling Psychologist* editorial board for many years; I forget when I finally decided to go off.

Nassar-McMillan: Where did you go from there?

Patterson: In 1970, I was elected president of the Division 17 of Counseling Psychology. I was president during 1971 and 1972. At the APA meeting of 1972 I was supposed to give my presidential address. But I was on the way to England, or getting ready to go to England on a Fulbright, so I didn't go to APA that year. So they invited Leona Tyler to give a special address in my place that year. Leona Tyler became well known for an award in her name in counseling psychology. I received this award in 1994.

Nassar-McMillan: So how did you come to go to England?

Patterson: There was a program in counseling at Aston University in Birmingham, England. The tutor of the course was Richard Nelson-Jones, who had his Ph.D. from Stanford. You would think he wouldn't be very client-centered. But they invited me. I didn't feel I wanted to take a year off, and I wanted to bring some of my family, and was concerned about living facilities, so I turned them down. Well, it just happened that after I turned them down, Bob Carkhuff was there. He was an old friend of mine. I remember he came to the University of Illinois to meet with his publisher, and when he came he stayed with me. He also came into my seminar with my doctoral students. He was very gruff you know, you'd think he was aggressive but really it was just his gruffness, but he's so sincere and empathic. And he told the students, "this is not a therapy session--let's have a discussion." He was a health nut and he came with all his sports

equipment in a bag. He wanted to play basketball on Saturday morning, so he made arrangements to play with some of my doctoral students. They were used to playing half court, and he wanted to play full court. Later, I wrote the preface to one of his books. Anyway, Carkhuff convinced them in England to contact me again and they did. They said they had a place for me to live, a nice brick house that had been given to the University by the Codbury family. So I went there with three of my children. My youngest daughter was in high school, and didn't want to go with me; she didn't want to leave her friends.

Nassar-McMillan: If she was a sophomore in high school she was 15.

Patterson: She was less than that, she was 13—a junior. So she didn't want to go and leave her classmates. Well, you know, the only time I can remember I said to any of my children, "you will do this," I said "you will come with me," I can't leave you. So she went and said, "Well I'll stay until Christmas and then I'll come back." Well, before Christmas she met a young Englishman, you know how she met him? She went to a disco that you had to be 18 to get into, but she was very mature physically, and psychologically, actually. She met the disc jockey, brought him home, a very nice young man. I met his parents; he was the only child. I left in June to teach at the University Of Illinois that summer. She stayed for the summer with his family, then came back just in time to enter her senior year in high school. A week after she got back, he showed up on my doorstep, and all he had was a little suitcase and a container of records, and we took him in, I guess he had a three month Visa. I went with him to Chicago, but immigration services wouldn't extend it. He went back to England. But he got in again, he came back after a while. He was back at the time of her sixteenth birthday and then he was able to stay because they got married.

Nassar-McMillan: When she was 16?

Patterson: When she was 16. It lasted ten years. They are still friends; he's in California now.

Nassar-McMillan: This is Penny?

Patterson: No this is Vickie, my youngest daughter. Now, Penny was a student at Stanford University and she was going to go to England with me and take a year off, but during that summer, she found Koko, a one year-old gorilla. She gave me up for a gorilla. My other daughter went with me. She had just been recently divorced. So she went with me and my youngest son and Vickie. I wrote one of my books while I was there, the one published in 1974, *Counseling as a Relationship*. When I came back, I wasn't happy at the University of Illinois. I worked with a colleague on combining a couple of courses--one on learning and a course on personality, to put them together in a single course that I taught. My colleague had the idea and I said, "Who's going to teach this, and he said, "You're going to". It was very interesting. It was a master's student course and we combined two courses and they took them together. But things weren't going well--the university wasn't getting adequate financial support from the state, salaries weren't being increased, any money for salary increases went to younger faculty members that they were afraid they might lose. Those who were full professors who had been there for ten, twenty years, or more, were getting minimal raises. The budget required the cutting of staff--my faculty, which was four when I started, had grown to 12 full time faculty members. By 1976, it had dropped to maybe six. Every time we lost people we couldn't replace them; there was competition, somebody else would get the position. And one thing I suffered from that was my program was not a research program. All my doctoral students did research and could do research, but they preferred going into teaching or practice. The University of Illinois was the research University; it was for training researchers. And that was their position even though there were no

jobs for researchers and my students were getting jobs. So I got a little discouraged.

I was invited to another Fulbright by one of my former students, the head of a program in Turkey. I was only eligible for a one-semester sabbatical. But a half-year was fine with them. So I spent a half-year in Turkey, a very interesting experience, I taught one course using my theories book, chapters of which had been translated into Turkish by my former student. One section of the course was with students who were not proficient in English. I had an interpreter, I was thinking "I'm not going to be able to cover the material if somebody interprets and the interpreter takes longer to say what I was saying, than I took." But it was interesting. I was able to think while he was talking, about what I was going to say next; I became very concise, I had about 25 or 30 students in that course section; the other course section was smaller. It was a very interesting experience. I left Turkey in February of 1977.

While I was in Turkey, I had been invited to England for two weeks to do some workshops for the National Health Service and lecture at different Universities. I contacted a faculty member at University College in Dublin, who had taught at University of Illinois. He invited me to come there for a day or two for lectures in Manchester, I think it was. I was doing a workshop with a psychiatrist and a psychologist who was a well-known English behaviorist from London, but we would get into arguments back and forth. They had been doing this together for a long time, and at one meeting I broke it up: I said, "Let's stop this bickering kind of stuff, let's respond to our audience". At one time, the behaviorist brought in a client, a woman with a problem, and he was going to demonstrate how he would handle it and he presented her and then it was open for discussion. She was compulsive-obsessive; she had a hand washing compulsion and nobody was getting anywhere with her. She had told her story and what I

recognized was this had started after her mother had died, and her mother had died without her being there, so I made one comment only I said to her: "You never got to say goodbye to your mother." The psychiatrist said afterwards that that was the only valid statement anybody made during that meeting. He was a very interesting person. He was a stutterer. That led me to feel that stuttering can be an organic disorder, because I've known a lot of stutterers with cerebral palsy. The two most disabled Ph.D's in the world are two of my students who have cerebral palsy. The University of Illinois accepted them. It had a program for severely disabled students.

While I'm there in England I contacted my old friend from five years before. I visited him on the weekend before I left, at his nice English cottage outside of Coventry in England. On a Saturday morning, he had a golf engagement, so he left me for a while. I was in his study, and I did what I do when I'm in somebody's office: I look at the bookcases. I found two little books and I thought, "I've got time to read these." One was, *Jonathan Livingstone Seagull*, I had never read it. The other one was, the *Sayings of Dag Hammerskjold*, the first Secretary General of the United Nations. There was one saying that has stuck with me all this time. What he said was "You have not done enough, you have never done enough as long as it is possible you have something to contribute". I began to think: "I'm sorry I'm retiring." But I was committed to retiring, and I did retire at the end of the summer of 1977.

Nassar-McMillan: And then what did you do?

Patterson: I stayed on at the University of Illinois for a year. I had an office, and met with students, and I did a revision of my theories book--the one that came out in 1980. My youngest son was finishing high school and when he finished I came down to Ashville, North Carolina, to retire.

Nassar-McMillan: What's happened since?

Patterson: It's interesting how I got started here in Ashville, in my job as a maitre'd. A couple of years after I was here, my son from Colorado, who was a chef and a restaurant manager, came here. I said "you know, if you like it here and want to move here, I'll help you get your own restaurant." He decided he did, moved here, and we went out looking for a restaurant. We found a little sandwich shop, renovated it, and when it came time to open in March of 1982, I said "You know I worked for over 4 years as a bus boy, I think I can help you in the restaurant."

Nassar-McMillan: I remember that from the very beginning of your story that you started as a busboy.

Patterson: And now ending up as a busboy. So he opened the restaurant little restaurant in downtown Asheville. In the summer of 1985 he sold it, I was teaching in Hong Kong. And when I came back I didn't have my job anymore. I don't know what I did during those three years. Of course I was still teaching at UNCG. But the Hungarian couple who bought the restaurant didn't know how to run a restaurant. In three years they were bankrupt and my son got it back and I got my job back. It's a nice job: I get a little exercise, I meet interesting people, I can get off whenever I want to, because I do travel a lot to visit my children in California.

In the spring of 1986 I was in England for two weeks (I was no longer teaching at UNCG). I lectured at 5 different colleges and universities that had programs in client-centered therapy. Five days after returning I went to Hong Kong for 11 days and did a number of different workshops. Then I went on to Tokyo for 2 days. A woman I had met in 1989, when I was in Taiwan, was teaching in Tokyo and invited me there. I had been in Taipai for a symposium on Counseling and Guidance in the Twenty-first Century.

Nassar-McMillan: Oh, the keynote speech.

Patterson: Yes. I was invited to give the keynote speech at the symposium. I got to know a woman from Taiwan when I visited the University of Georgia. She got her Ph.D. and returned to Taiwan to teach. It was she who was responsible for the invitation to give the keynote speech.

Nassar-McMillan: So how did you get to UNCG?

Patterson: This will be near the end; it's going to stop real soon now. But there's another whole thing that I've left out, Nick Vacc, Chairman of the Department of Counseling and Special Development at the University of North Carolina at Greensboro wrote to me when he was editor of Measurement and Evaluation in Guidance and he asked me to do an article on testing and client-centered counseling. I wasn't particularly interested in it, but I was working with a protege, Ed Watkins, who was coming down from the University of Tennessee for supervision and tutoring. He came for a period of three years, first every week and then every month for a while. He knew everything I had written and I talked to him about it and he said he'd like to do the article. So he took over; I gave him outlines of what I thought he should cover, he wrote the article, and he was junior author of the article that was published. And, as a result of that, Nick invited me in the summer of 1983 to teach a short summer course there. So I taught a one month course. I lived at the Alumni House at the University, and came back to Asheville on weekends.

Nassar-McMillan: In 1983?

Patterson: In 1983. It was the summer of 1983. There were about a dozen students in the course. There was one obstructurous person that people were irritated with. But I could listen to him, work with him. Nick was in the course because he needed continuing education credits to maintain his Florida license. I guess they liked the course so well that they wanted me to come back, but it took a year to get me appointed as Distinguished Visiting Professor. This

was the fall of 1984. When I first went there I wasn't teaching a course, I was supervising interns and I also was supervising doctoral students who were supervisors of master's interns. I had a seminar on supervision. So I wasn't teaching. I was doing supervision. A very interesting incident occurred at one point. There was a doctoral student (Jim) who was supervising a master's student who was really terrible and Jim told him he was terrible and he couldn't approve him, he couldn't pass him. Jim would come to me with a problem and we talked about it and he went back to the student. Finally I said, let's bring the student in. So the master's student came in and it became obvious to me that he was a manipulator. I could see him right in that session trying to manipulate us, and I stopped and I said let's stop this bullshit. What he was saying was, if you want me to practice the core conditions, I know that I can do it. But he wasn't doing it at all. Actually it ended up that he got an incomplete.

In the spring of 1986, I was invited to be a Visiting Professor at California State University at San Bernardino. There was a woman there heading the rehabilitation counseling program who got her master's with me at Illinois. She got in touch with me and invited me. They paid me full salary for a quarter, for ten weeks of teaching one course, one night, four hours a week. I thought, "what am I going to do with the rest of the time?" I wrote 15 different universities up and down the California coast. Twelve of them accepted to have me come and lecture to their students. All except one paid me, $100 or $150 something like that. So every week I was taking my rental car and going as far north as San Luis Obispo and down to San Diego. That was a very interesting experience teaching this class on theories of counseling. I came back to North Carolina in the fall of 1986, and began to teach my advanced theories course, which was one of several sections. Mine was Advanced Theories of

Counseling/Phenomenological. I taught that for about ten years. But it petered out and I was really ready to quit.

Nassar-McMillan: Any last words?

Patterson: Any last thoughts? What about client-centered therapy? I told you I have this retrospective review which you know is essentially my ideas on it--it's still revolutionary.

Nassar-McMillan: Oh, the review of Rogers' books.

Patterson: Yeah, and the surprising thing is that it's more popular outside this country than here. When I go to Hong Kong they want me to teach client-centered therapy. My last time there, the director of the program gave each an appointment with me that they could use any way they wanted. In a couple of cases, two students would come together to talk about professional, academic things, but the majority of them came to talk about personal problems. Talk about brief psychotherapy--we had one hour of therapy and I was amazed at how much progress they made, they were not left hanging, they worked through their problems. They were real problems, we ended up hugging each other it felt so good afterwards. So I can do brief psychotherapy, you know. But you don't start out saying "You only have one interview." Client-centered therapy still maintains that clients stay as long as they want. That could be a lifetime. Nobody would probably propose this now, but there are people who could maintain themselves in society outside of a mental hospital if they could have an hour a week with a counselor or therapist. Mowrer's program or system was that people should be in a group all their lives, community groups. When I left Minnesota, I had continuing clients. I had to decide what I was going to do with them. I thought most of them were able to get on on their own. There were two of them that I had been seeing for months, a day a week, and I didn't refer them--I thought they could do all right. I learned about a month after I left that they

both were in the Veteran's Administration hospital. One of them I remember particularly. He was a man who had a family he had a job with the state of Minnesota, he was working, he was supporting his family. He would come in one night a week and he'd talk about his problems on the job, nothing serious, people say oh, nothing dynamic here, you're wasting your time, but that one hour a week kept him going. So I think it's worth society's value to provide outpatient therapy instead of putting them in the hospital.

I never had a client commit suicide. I did see one client for two or three interviews who never came back and his body was found in the Mississippi River several months later. He was discovering that he was homosexual and he couldn't take it and he couldn't continue counseling with me. I had another experience: I was away on a vacation, came back to hear the phone ringing. The wife of one of my clients I had been seeing for months was on the phone. Her husband was trying to kill her, he was trying to choke her to death in bed at night, and he was accusing her of infidelity. I asked her to come in and I think her mother or his mother came in, and we talked about it, what had happened. He had become paranoid and I could understand the basis to it. He had been unfaithful when he was in the Philippines in the service and that guilt was too much and he projected it onto her and while he was seeing me it was contained. I don't know whether it would have come out, but he was hospitalized. People talk about the signs of suicide. Most of them are phony; everybody who talks about suicide doesn't commit suicide. It's the way they talk about it--a client I had was talking about suicide in a way that I thought could lead to suicide. He didn't want to commit suicide, he was afraid that he would commit suicide, that the impulse would take over against his will so that he would commit suicide; he would not be able to control himself. So I felt that he should be in a hospital environment.

Nassar-McMillan: So you think that the client-centered theory is still very viable? Even in the face of managed care?

Patterson: I don't know if it's going to survive. Managed care is coming under a lot of criticism. A group of psychologists are opposing it and are making progress. And there are physicians that are opposing it. So there's a movement coming up resisting it. Social workers and counselors are being hired for managed care because they're cheaper. Some are committing themselves to accepting these conditions. There was a woman from Colorado who wrote a very interesting article in *Psychotherapy*, really one of the best articles I've seen criticizing managed care. I wrote to her complimenting her. She replied asking if I remembered her. She said that back in 1969 she wrote to me asking for help in deciding on where to go to for doctoral work. She now has a Ph.D. There are other psychologists who are refusing to commit themselves to managed care and are going into private practice on their own and they're making their rates so low that people can afford it on their own. And it's risky.

Nassar-McMillan: So, clearly, you think that client-centered therapy is just as effective, or more effective, than other methods...

Patterson: Yes. And one of the misconceptions that I pointed out in my 1974 book is that it's not necessarily long term psychotherapy, it's not interminable psychotherapy. The average number of sessions in client-centered therapy is something like six hours. And there was a mode of 15-20 or something, there was a bi-modal distribution. For some people it's life time, but, for many, client-centered therapy is relatively short term.

Nassar-McMillan: So it's the same as other therapies.

Patterson: Yes. Most other therapies are not long term.

Nassar-McMillan: Let me ask you another question, you were talking about Carkhuff being your friend I'm wondering--you and I have talked about in the

past about the whole dilemma of the microskills training. Carkhuff basically represents microskills training and I think there is even more pressure on counselor educators to train students and give them skills and make them accountable for learning them.

Patterson: Carkhuff did it in his own way, but people took it up and then went to the extreme. I tell about my experience in England in the preface of my 1974 book. I was teaching a seminar six hours a week. I also had group meetings with these thirteen students once a week, two or three hours. We went through the basic philosophy and theory for about two months. Then the tutor came out with the Carkhuff exercises. The first one he presented the students went through it. But then they said "We don't want any of this stuff, this is Mickey Mouse stuff; we want to see clients, we don't need this." We changed our approach. They were going to start seeing clients in the third term, but we changed it. They started seeing clients in the second term after this basic two or three months of theory. My conclusion was that the greater the understanding and acceptance of the philosophy and theory, the less need there is need for technique training.

Nassar-McMillan: So you think the goal is to really indoctrinate students in theory.

Patterson: I've been teaching for 35 years and I've never used microskills training, it's a waste of time. I first came in contact with Ivey in 1970. He and his colleagues presented their position at an APA meeting in Miami, Florida. Ivy invited me to be a discussant. I laid out five or six criticisms of his theory; they are still valid today.

Nassar-McMillan: Well, in our last wrap up, do you see anything that you'd like to speak to in terms of the present and future.

Patterson: Yes. Client-centered therapy is alive, not so much in the United States. Probably a lot of practitioners here that were trained in the Rogers

period are still practicing. But it's not popular, it's not being taught, you can't find any University where you can get real teaching in it. I claim that I can produce a therapist in one year, sometimes three semesters, with capable people. It doesn't take a Ph.D. There is a lot of interest in Germany; there are at least six different programs in England. In Japan it's accepted and recognized. In Hong Kong, in Taiwan, it is recognized. I think they are more appreciative of democracy than we are; we accept it as something given and don't appreciate a democratic society. We have gone to technology. We are technologizing all of our human relationships. The whole field has gone that way. And technology means that it's an expert who operates on people, who does things to people. In all the counseling education programs now, you've got to be an expert, you've got to have these techniques. You try to grab from your bag of tricks one that you think is going to work. These people say, that what they do works. But how do you know what works? The criteria for most people for what works is that the client is pleased, so that makes the therapist pleased. So if the client and therapist are pleased, it works. But are you helping the client? Perhaps you're making the client depend on you. But the objective of therapy is to make the client independent. So the near future of client centered therapy is dim, it will persist in other countries, but I am convinced that because it is so basically true, and right, that eventually, in 20 or 30 years, the field of psychotherapy will come around to it. That's why I wanted to publish my last book, to get it out. Thirty years from now, they'll be accepting it. So there's my life in a nutshell—perhaps a rather large one.

Nassar-McMillan: This has been wonderful.

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